DOCUMENT RESUME

ED 160 871 08 CE 018 308

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TITLE Caves to Condos...Food, Shelter, Clothing. Introduction to Practical Arts, Grades 7 and 8. A Non-Sexist Curriculum Guide.
INSTITUTION Colorado Univ., Denver. Inst. for Equality in Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 78
NOTE 59p.; Not available in hard copy due to light print in original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Clothing Instruction; Curriculum Guides; *Daily Living Skills; Foods Instruction; Grade 7; Grade 8; *Home Economics Education; *Homemaking Skills; Housing; Human Relations; *Industrial Education; Junior High Schools; Learning Activities; Nutrition Instruction; Parent Child Relationship; Peer Relationship; Performance Based Education; *Practical Arts; Resource Materials; Sex Discrimination; Sex Stereotypes; Student Evaluation; Teaching Methods

ABSTRACT

This curriculum guide for grades 7 and 8 presents a one-semester course in the practical arts to provide students with the skills and knowledge necessary for everyday living. A unit is devoted to each of the four following topics: (1) food and nutrition, including meal preparation; (2) shelter, focusing on the financial aspects of housing, household repairs, appliances, and the basics of carpentry and electronics; (3) clothing, encompassing fabric knowledge, simple repairs, and the use of sewing machines and other tools; and (4) living in society, discussing babysitting, parent-child relationship, and peer relations. For each unit a rationale is given, followed by lists of the unit's goals, student skills required to meet the goals, a general time plan, suggested activities, and discussion topics. Among the suggested activities are guest speakers, field trips, games, role playing, bulletin board displays, and essay writing. Various teaching methods are discussed, emphasizing ways to confront sexism and sex stereotyping both in the classroom and in textbook or supplementary materials. An exercise is included to evaluate the students' achievement at the end of the course. Besides the bibliographic references, resource materials are listed with names and addresses of government and private sources. (ELG)

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Seeds to Smorgasbords... Fig Leaves to Fashions...

CAVES TO CONDOS...

Food, Shelter, Clothing

INTRODUCTION TO PRACTICAL ARTS

GRADES 7 and 8

A NON-SEXIST CURRICULUM GUIDE

by

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1978

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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This project was produced under a Title IV Grant from the Office of Education, U. S. Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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Foreword

The Institute for Equality in Education is a federally funded sex-desegregation training institute which is under Title IV of the Civil Rights Act. The Institute provides training workshops, follow-up consultation, and resources to participating school districts in the state of Colorado. Participants not only attend workshops on Title IX and sex equity topics, but are also involved in implementing projects in their own school or district. Staff of the Institute make field visitations to the districts to provide assistance on their projects. As a result of their involvement with the training workshops and project implementation, participants are expected to serve as resource persons for their districts; thus, designing, planning, and conducting an in-service for a selected target group within their school or district.

Providing quality non-sexist resource materials is a critical component of the training, project implementation, and in-service activities. Materials were not always readily available to meet the needs of our participants. Therefore, this handbook was prepared as an attempt to provide such materials to our participants and other educators interested in providing sex-fair education. We hope it will be helpful to its readers, and that you will share with us your opinions, reactions, and criticisms as you use this handbook.

Other publications produced by the Institute staff include:

-Educators' Handbook on Federal Anti-Sex Discrimination Laws. James Mercer.

-Eliminating Sex Bias in Textbooks and Educational Materials. Crystal Kofke.

-Projects for Providing Sex Fair Education: A Planning and Implementing Guide. Deborah Mayer, James Mercer and Cynthia Valentine.

Special acknowledgement should be given to Bellverie Ross and Mae Murrietta for the typing of the manuscript.

Nancy A. Scott, Ed. D.
Director
Institute for Equality in Education
June, 1978

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INTRODUCTION TO PRACTICAL ARTS

The basic physical needs of people have been and always will be for food, shelter, and clothing.* In a complex society, these needs remain the same, but perhaps more complex to meet.

People have basic psychological and emotional needs as well. These needs are for a sense of self, a sense of one's "place in the scheme of things," and for satisfying human relationships.*

There are some additional needs for a full, enriching life, needs which permeate every area of schooling and living. Sometimes referred to as consciousness or awareness, these include the need to think about what we are saying or doing, to understand why we are saying or doing it, to evaluate options, and to question -- everything.** *Encourage the students to question what you say. They should respect your authority but need not fear to question.

An over-riding goal in teaching "practical arts" is to provide students with skills (mental and physical) to deal with daily life situations, life problems -- to prepare them today to deal with the problems they'll meet tomorrow. For this reason classroom discussions should repeatedly include such questions as "Why do it this way?", "What will happen if you do it another way?", "What if you don't do it at all?", "What is really happening?"

Values clarification exercises are designed not only to help students "get in touch with" their personal attitudes, but to gain confidence and a sense of worth. These exercises should carry the message, "there are no rights and wrongs;your ideas are valuable; it's all right to be unsure or to change your position upon gaining new information or insight;" and above all, "think."***

*Don't believe everything you read. Are these statements true? Are they fact or opinion? To open this course try reading one of the statements and asking for discussion from the students.

**Debate pro and con. What if we don't think about what we are doing? Is ignorance bliss?

***Throughout this booklet you may notice a lot of "interruptions" -- questions such as "Is this so?", "Do you agree?", and "Why do it this way?" This is to help develop a way of thinking, of constantly interrupting one's own thought processes to question, to look for stereotypes, to consider alternatives. We encourage you not only to incorporate this technique into your own thinking but to help your students to acquire this skill as well.

PRACTICAL ARTS . . . WHAT'S THAT?

Have you ever been ready to go out the door when a button fell off your coat, and in trying to sew it on in a hurry (a technique unfamiliar to you in the first place) you stuck your finger and got blood stains on your clothes? Have you ever tried to turn on an appliance that didn't work -- perhaps an iron that didn't heat up -- waited two weeks to have it repaired, only to find you had to flip the wall switch to turn on the power to it? Do you ever wonder what you're really eating and when you read the label think your favorite soft drink, for example, should be for external use only?

These are some of the everyday aspects of practical arts -- things we assume "everyone knows" but everyone has had to learn the hard way. Or maybe, because no one has ever taught them, they don't know them, but pretend they do.

Practical arts includes how to keep yourself healthy, how to plan a balanced menu, follow a recipe, shop sensibly, buy or rent a house or apartment, plan the furnishings, repair the furnishings, plan a wardrobe, repair clothing, and a myriad of other skills useful for everyday living -- the skills necessary to meet those basic needs for food, shelter, and clothing.

The major goal of this course is to prepare children for daily survival in a complex society and technological world.

Additionally, practical arts deals with the human side of daily living -- human relations, child development, parent-child relations, as well as the multitude of questions and problems that confront people today: problems of adolescence, issues of self-esteem, as well as socio-economic problems.

"Caves to Condos" is a non-sexist approach to practical arts emphasizing the changed sex roles that have occurred in the evolution from cavedwelling to modern living. It is an integrated course that draws on the curriculum of home economics, industrial arts, and various human relations courses. It involves language arts -- reading and writing--mathematical skills, aspects of social studies, history, and anthropology. It is intended for boys and girls in coeducational classes at the seventh and eighth grade levels.

This course is an elective. It is designed with a one-semester (18 week, 5-day per week) time schedule in mind. However, extensive materials are included so that it might easily be expanded into a full year course. For those with less time available, the program is designed so that you can select some sections or activities and eliminate others to provide a mini-course in practical arts that meets the needs of your students, your school, and yourself.

There are no prerequisites. The four major divisions of the course are:

Food: including nutrition and meal preparation.

Shelter: including financial aspects of housing, household repairs, appliances, furnishings, and basic aspects of carpentry and electronics.

Clothing: including fabric knowledge, simple repairs, use of sewing machine and other tools.

Living in Society: the basics of baby-sitting, parent-child relationships, peer relations.

In addition, the human relations aspect, which will place heavy emphasis on discussion of feelings and values clarification, will deal with various philosophical/theoretical aspects of living in modern society -- from value judgments on using convenience foods to complexion problems of adolescents.

LAYOUT OF THIS BOOKLET

Following you will find a unit on each of the four topics described above. A rationale is given for each. Then, under each section will be listed major goals, skills to be learned by the students, a general time plan for presentation of topics in the classroom, suggested activities, and topics for discussion. A list of resources starts on page 45.

SUGGESTIONS FOR TEACHING THIS COURSE

One suggested format for presenting this course is to deal with the specifics of a topic (such as nutrition) on Monday through Thursday, and then have a session called "Issues, Items, and Ideas" on Friday. This period would be set aside for a kind of rap session, to deal with relevant (or irrelevant, if you choose) concerns. A series of topics for discussions and related activities will conclude each unit. These may be integrated into your Friday sessions. In planning your course, consider the following issues:

Team teaching. There are several aspects of this material to keep in mind. The students will be learning skills to use for a lifetime. They are of a wide variety, and you may find that team teaching provides the best way to teach them well. For example, you may want a home economics teacher to teach about foods, someone from industrial arts to teach about basic hand tools. (For problems of sexism that arise from this approach, see section below.) You may want to invite a variety of speakers as suggested in the individual units.

Confronting sexism and sex role stereotypes. Since one of the essential points being made in this course is that these skills are needed by males and females alike, you will need to confront the issue of sex role stereotypes, both subtly and openly.

If you choose to team teach, in areas traditionally considered masculine or feminine, try to have both a male and female instructor in the classroom to deal with such comments as "that's only for boys" or "that's only for girls." You may find it helpful to invite guest "speakers" who can provide non-traditional role models. For example, invite a man, perhaps a teacher, perhaps a father or uncle of one of the students, to demonstrate how to prepare a favorite recipe. (Ask students for suggestions.)

Guard your expectations. Be aware of your own stereotypes. It's safe to assume that we all have them whether or not we act on them. Avoid eliciting sexist behavior from students by expecting it. For example, avoid asking a girl to show an "ignorant" boy how to do something in sewing or cooking, suggesting that these skills come naturally and easily to girls, but not to boys.

You may find quite a diversity of abilities in your classroom. This is one time you might avoid having the more experienced help the less experienced, particularly if the "more experienced" are all of the same sex and the "inexperienced" of the opposite sex. Avoid any competition between the sexes. When working in groups vary the groups according to need. For example in operating a sewing machine, you may want to group students according to ability. Avoid situations in which a girl will be inclined to take over and "show the boys" how . . . or with tools, avoid situations in which the boys take over and "show the girls" how. At the same time, try to avoid sex segregated grouping (Consider: the sewing machine is a machine.)

Sound impossible? It probably is, so when these situations arise -- such as a boy or girl taking over in a sex stereotyped role, or when a class divided by ability becomes sex segregated--point this out to students, and have them discuss it. Be sure that they see these incidents as a result of growing up in a sexist society rather than as a flaw in themselves.

And if you should catch yourself acting on one of your own stereotypes (for example, asking a boy to move a piece of equipment because you expect him to be strong), point it out. Let the students know that this is in all of us. In fact challenge them to catch you and each other in such actions or words. Help them to be able to see things in themselves, to be able to laugh at their own humanness, and to try to see things a new way. But remember, there is nothing wrong with a girl liking to sew or a boy being strong. The error is in assuming that because she is a girl, she will like to sew, or because he is a boy he will be strong. Conversely being a boy does not preclude liking to sew, nor does being a girl preclude being strong.

Sexism in materials. In addition you will probably be confronted with sexist materials to work with, particularly textbooks. We recommend that you confront sexism as it appears in textbooks and discuss this with the students. We have included some consciousness raising exercises for use in this area. We also refer you to the Institute publication "Eliminating Sex Bias in Textbooks and Educational Materials" for dealing with these problems.

Bias in supplementary materials. One source of supplementary materials will be various companies with "something to sell" such as food and textile companies, grocery stores, and equipment manufactures. While they frequently provide useful, educational materials, from filmstrips to pamphlets, you should not overlook the hidden messages they may include. Use these hidden messages as points of discussion. What is good about the message? What is not so good about it? Is their product good? Is it the only product of its kind? Is it better than other similar products? Is it more expensive? Why or why not? How do students feel about an "educational" film that is trying to sell something? What does this tell them about what they see or read? Does everything "educational" have a point to make? Should they agree with that point? What is the point of this course? Do they agree? Disagree? Why?

Career education. Another issue you will want to discuss, perhaps towards the end of the course is job use of these skills. What other uses might they find for these skills? We have devised an exercise for you to use either as is or as a take-off point for discussion (see page 41).

Starting the class. The first day should be a general introductory session. In addition to a notebook for information, students should keep a special notebook to serve as a journal for various relevant experiences outside of class and issues they want to bring up for discussion.

You may want to mention the topics that will be covered. Stress that in addition to picking up specific useful skills, students will learn to look closely at what they and those around them do, to try to understand why, and to avoid judging others, while at the same time finding out what works best for them. They should keep notes on things that come up -- both tangible and theoretical . . . e.g. from what they eat in between meals to an argument they had with a friend.

Then read the opening sentences of this booklet (p. 1) and ask for responses. Ask if they agree, disagree, or reserve judgment. What do they think their basic needs are? List these on the board and in their notebooks.

What skills do they think they need to survive on a daily basis? On a long range basis? Which of these needs will be dealt with during the course of the semester? Which will be eliminated? Why? Where else can the students learn them? (Try to integrate into the curriculum the needs expressed by the students.)

This course will deal with some topics that are sensitive issues, such things as cleanliness, grooming, and feelings. There may be a wide range of reactions. We recommend that you be straightforward but tactful and sensitive with the students. Eventually they will become more comfortable in discussing all topics in groups of both sexes. They should also come to recognize that when people have different ideas, one isn't necessarily better than the other, but may be right for that person at that time, and subject to change.

FOOD

What are the essentials that everyone needs to know about food? Why do we need to know anything? After all, wild animals and early humans ate what they could when they could, and they got along fine. Of course, their life expectancy was shorter than ours; many died during lean growing seasons, or else they migrated elsewhere. Who knows how many died from eating poisonous plants? Too bad the plants weren't labeled, but, then, the cave dwellers didn't have to learn how to read labels. Nor were they bombarded with advertising about junk foods. They didn't have to understand unit pricing or generic products. But they didn't have many choices.

We are living in an era in which we are being deluged with new theories about nutrition. We can't all be nutrition experts, so what can we do to survive in some healthy form? How can we know what is right?

We are living new lifestyles. The woman no longer spends most of her time in the kitchen just as the man no longer spends most of his time in the field or hunting. The men and women of the "condo" era often work at full time jobs, and cooking among couples is becoming, of necessity as well as choice, a shared venture.

Time and money may be at a premium, but food needs remain. How can people meet their food needs with the greatest conservation of time, effort, and money?

Frequently a man or a woman lives alone. What skills do they need in the area of food preparation, shopping, storage, and planning?

GOALS

The goals of this unit include helping young people to:

1. understand generally how the body uses food, the relationship of food to health and appearance
2. develop favorable attitudes toward a variety of foods that are essential for growth and good health
3. establish desirable habits of food selection
4. develop a skill for critical analysis of food theories and advertising
5. develop acceptable practices in the handling of food
6. develop ability to plan, prepare, and serve simple meals
7. develop an awareness of social implications of food, including cultural differences
8. develop an awareness of the world food problem

SKILLS

In working toward these goals, students will learn how to:

1. list the major food categories and certain basic food values
2. plan a balanced diet menu for their family for a week
3. make a budget

4. plan a shopping list, using a newspaper ad

5. select foods for quality and economy

6. read labels with understanding

7. give pros and cons of convenience foods

8. state basics of cleaning and storing foods

   - freezing
   - refrigeration
   - shelf life

9. use and care for standard kitchen equipment

10. prepare, serve, and clean up after a simple meal

    - prepare food following simple directions, with approprate sanitation and safety
    - schedule time
    - set table
    - demonstrate awareness of appetizing presentation of foods

11. list social, cultural, religious aspects of foods

*12. list aspects of world food problem (extent of problem in different countries, relationship of various types of diet to food shortages, significance of climate, suggested theories for coping with it)

The following chart shows a suggested order for teaching this unit. A similar chart appears in the plan for each unit, except that on Living in Society. (Those topics should be integrated into the course throughout the term.) It is assumed that those parts which are traditionally taught in industrial arts, home economics, or other courses, will be taught from the materials available in your school. What we attempt to do here is to suggest a time frame and to delimit the scope of the skills being taught as well as to suggest a non-sexist approach to teaching traditionally sex-role stereotyped skills. However, at the same time that we want to limit the scope of skills being taught, we want to allow maximum time for discussion to stimulate thinking--thinking about what we are doing in day to day life.

The resources listed at the end of this booklet are suggestions and only a sampling of materials available.

*Optional, depending on time available and needs of students. This must also be taught with a sensitivity to socio-economic background of students. (If they come to school hungry, their awareness of starvation is at a higher level than that of the child from an affluent life style. However, it is still of value for them to understand the scope of the food problem. Is it? Do you agree? Disagree? Do the students agree? Disagree?)

FOOD

Unit outline -- Estimated time: 6 weeks

Supplementary exercises and discussion topics follow this outline.

Topic	Approx. Time	Skill area	Teaching notes
Introduction, Nutrition and Menu Planning	2 weeks	Identify four basic food groups. Identify essential nutrients. State relationship of food to health, appearance. Define calorie, vitamin. Plan family menu. Make budget. Prepare shopping list.	See exercises 1-6, 25-27. See discussion topics 1-3,5,7, 8, 11,12 Have students consider activities of family in planning meals, with respect to preparation time involved and other responsibilities of person doing the preparation. This may include knowing when to use convenience foods.
Shopping	½ week	Food selection for quality and economy (of money and time).	See exercises 7-11, 25-27. See discussion topics 1-3, 5, 9, 10.
Cleaning and Storage		State basics of cleaning and storing foods: freezing refrigeration shelf storage	See exercises 10, 12, 25-27. See discussion topics 1-3, 10.
Meal preparation	2½ weeks (approx. ½ week)	Equipment care and use: oven (gas, electric, microwave) range dishwasher refrigerator freezer blender mixer toaster meat thermometer utensils -- double boiler, pressure cooker, cast iron skillets, aluminum, copper, stainless pans and pots, Pyrex, Corning ware, Teflon ware.	Operation manuals and instructions accompanying wares and equipment are very important here. Note: A major skill being taught in this section is the reading and following of instructi (This would also be an appropriate time to mention product guarantees.) The ability to follow instructions will serve students even when the equipment they are now learning on has become obsolete. (This portion will be defined by the equipment available in your school.) See exercises 13-15, 18, 19, 25-27. See discussion topic 4.

Topic	Approx. Time	Skill area	Teaching notes
	(approx 2 weeks)	Prepare, serve, clean up after simple meal: Read and follow recipe. Select proper tools. Schedule time. Set table. Follow sanitation, safety procedures.	See exercises 13-20, 25-27. See discussion topics 1,2,6,7,8,10, 11,12.
Social, Cultural, Religious Implications	½ week	List cultural differences, festival featuring foods, food prohibitions of various cultures.	See exercises 21-23, 25-27. See discussion topic 8.
World Food Problem	½ week	Explain briefly interrelationships between population, food choices, space required to produce different kinds of food (e.g. wheat vs. beef).	See exercise 24 (separate page) See discussion topics 3,5,8,12.

Supplementary FOOD Exercises

Following are suggested activities to supplement the basic skill activities involved in teaching about nutrition, meal planning and preparation, shopping, and other FOOD topics covered. Some might be considered as special projects to be carried out during the semester. They are listed according to topics on the module outline, but try as much as possible to integrate all topics. (E. g. storage relates to nutrition.)

Nutrition

1. Keep a journal of everything you eat each day for one week. Check this out against what you know about nutrition. Would you like to make any changes?

2. Observe eating habits of students in your age group by watching the cafeteria line at lunch. What foods are favorites? Which foods get thrown away in great quantities? What happens to these foods? Why?

3. Design a bulletin board picturing a daily balanced diet.

4. Have students develop a nutrition chart to distribute to other students.

Menu Planning

5. Have a contest to see who can plan the lowest cost balanced meal from a given newspaper ad.

6. Plan a menu for your family for a week. Consider conservation of time, effort, and money. Consider activities of all family members.

   - Make a budget. (How many hours would it take you to earn this much money?)

   - Use newspaper ad to prepare shopping list for above menu.

Shopping

7. Observe shopping habits in local food store on a Saturday morning or afternoon. Learn about shopping habits by interviewing the manager or another employee.

8. Have a group of students make up a T.V. commercial for a favorite (or other) food, food product, or ingredient,and present it to class.

9. Cut the ingredients lists off a variety of food packages. See how many the students can identify from these clues.

10. Field trip to grocery store: arrange with the manager to have employees explain about handling of products.

11. Explain: unit pricing, generic names. Compare the value per dollar of name brand and generic products.

Cleaning and Storage

12. Fill a shopping bag with a variety of products. Have students describe care from grocery bag to table in 1 day, 3 days, 7 days, 1 month.

Meal Preparation

13. Bring in a guest cook (opposite sex of teacher, if possible) to demonstrate a favorite recipe.

14. Have two teams prepare the same product (e.g. a cake) two different ways. Compare the time and cost involved and the quality of the end product.

15. Pantomime baking a cake by someone who knows nothing of procedures or how to use equipment. (Some things to include: failure to have needed dish on hand; failure to preheat oven; splashing food with mixer; getting egg shell in cake.)

16. "Scientific food experiments": What happens to a food cooked at two different temperatures (e.g. cookies); if ingredients are mixed in an order different from that suggested in the recipe?

17. Invite the chemistry teacher to demonstrate chemical experiments with foods.

18. Compare using an appliance (e.g. mixer, blender) with doing a process by hand. What are the differences? Can you always substitute doing something by hand? Why not? What about baking: oven or open fire or sun power? Describe two different ways to cook an egg using solar energy. (Try on the side walk, solar powered oven.)

19. Have a student or group of students act as "galloping gourmet" to demonstrate a favorite (or chosen) recipe.

20. Prepare, serve, clean up after a simple meal, perhaps an end-of-course party. (See Evaluation exercise, p. 43 .) Consider color, texture, and flavor in evaluating the meal.

Social, Cultural, Religious Implications

21. Discuss cultural differences, festivals featuring foods, food prohibitions, requirements of various cultures, societies, religions. Have students discuss any special customs they observe, bring samples of traditional foods.

22. Discuss dietary laws in the Bible. How might observation of these laws affect survival of the individual observing them?

23. Read about vegetarian diets. What are the different kinds? (No animal products, including eggs and dairy products, no meat products, some fish included, some chicken included.)

World Food Problem

24. World food problems (see following page).

Exercise 24.

World Food Problem

Which takes more land (consider ocean surface as land):

a diet that includes meat (beef, pork, lamb)?
a diet that includes only chicken and fish for meat?
a diet that includes none of the above meats?

What are the advantages of food additives to starving people in countries that must import most or all of their foods?

What effect does the climate have on food availability?

What did the early Native Americans do in times of drought? Can people still do this? What do we do in this country? What is done in other countries?

Is there enough food to feed the people, for example, in India? How would you handle this situation?

Watch the newspaper for articles on food problems around the world. Develop a bulletin board on this topic.

Resources:

Lappe, Frances Moore. Diet for a Small Planet. New York: Ballantine Books, 1971.

Schneider, Stephen H., with Mesirow, Lynne E. The Genesis Strategy: Climate and Global Survival. New York: Plenum Press, 1976.

Additional activities relating to more than one topic

25. Invite guest speakers: caterer, dietitian, manager of a speciality food store (such as a meat market, bakery, sea food store), or have them all on a panel for discussion. Ask such questions as: how do they handle, store, clean, prepare food for marketing? What menus do they suggest? Do they have favorite recipes? Have each student prepare five questions.

26. Visit a "fast food" place. Consider: what steps are eliminated to speed-up production? What is the nutritional value of the food? Are sanitation procedures acceptable?

27. Visit school kitchens. Ask questions as in #26.

FOOD - Topics for Discussion

1. "Convenience foods have taken the creativity out of cooking." Debate - Agree or disagree.

2. If we didn't have convenience foods, women would spend more time in the kitchen and they wouldn't have time to get upset with their lot in life.

3. Food additives are a great boon for the world food situation.vs. Food additives are a great health hazard.

4. Equipment guarantees - worthwhile or not?

5. Taking vitamin supplements: pro and con.

6. When does it matter -- when doesn't it? Read a recipe. What steps are essential? Which could be done differently? (What would happen?)

7. School lunches: What should be provided in a school lunch? Consider with respect to the saying, "You can lead a horse to water but you can't make it drink."

8. Discuss the value of the appetizing presentation of foods. Does this serve a social, cultural, religious, biological or other purpose? How?

9. Grocery stores are set up to make you buy things you neither want or need.

10. You can't cook without a well-organized kitchen. (Include: What is a well organized kitchen? What are staples?)

11. Short cuts have no place in cooking.

12. Alcohol: good for a good time. Always? Never? Sometimes?

20

SHELTER

Once people found a reliable food supply, they were inclined to stay near it until it was exhausted. With that need met they moved on to their next need: shelter. Ever since they started weaving grasses together or going into caves to escape the elements, people have beeen confronted with problems of upkeep, repairs, improvements -- household management in general. How to keep warm -- or cool -- became an issue. The leaves, pine needles, and other soft materials they slept on were brought indoors. Now they could have sheltered places in which to keep their worldly goods - hunting weapons, cooking utensils, perhaps even some foods. From the cave it was a short journey to the house in the suburbs, the city apartment, the condominium, and all the accompanying appliances -- and problems. Almost everyone lives in some kind of "unnatural" structure now. (For alternatives, however, consider J.C. George's My Side of the Mountain.)

As much as we may want to get away from the complexity of modern living,* at least for now it's the way most people in our society are living. And perhaps it wouldn't seem so overwhelming if we better understood the operation of our surroundings—how to care for them, how to repair them, and how to make them work for us.

Just what do we need to know? What knowledge and skills would free us from our subjugation to technology and modern construction? Again, as in the case of foods, we can not permit this knowledge to reside only with a portion of our society, in this case the male portion. All people need to know what to buy. They need to know the practical uses and care of equipment, the technology of how the equipment works, in order to survive as responsible adults, and most people, regardless of sex, have the potential to learn these things.

Who can manage a household? To start this module ask students what skills they think would be useful to have in order to run a modern household successfully. (What do they think "successfully" means in this case?) List the skills on the board and in their notebooks. Have them put an "M" by the ones they think are traditionally associated with males, an "F" by those skills traditionally associated with females, and an "N" by those which carry no stereotype. Which skills do they feel they can learn? Which do they feel they already have? Who in their households has these skills?

*Do we? Ask the students what they think about this statement.

GOALS

The goals of this unit include helping young people to:

1. understand the importance and significance of shelter
2. understand what is involved in finding and maintaining shelter
3. understand the importance of up-keep of shelter and furnishings
4. understand some basics of outdoor maintenance
5. understand some basics of transportation and how transportation needs relate to changing shelter habits (e.g. urban sprawl, suburban living)
6. understand various aspects of transportation (societal, mechanical, environmental)
7. think of more than one way to solve a problem (make a repair, arrange furniture, travel to a given destination), and choose according to personal need and priorities (e.g. travel by bus or car according to needs of schedule, energy, and the environment)
8. grasp the importance of household management, including money management and aspects of consumerism
9. understand the social significance placed on shelter

SKILLS

In working towards these goals, students should develop skills in a variety of areas. We have divided these areas into five groups.

In the area of setting up a household they should learn how to:

1. assess space needs for different living situations (e.g. one person, couple, family, other)
2. list major appliances and furniture needs of a dwelling (distinguish between basic need, equipment most people have, additional equipment available)
3. consider a variety of alternatives when choosing a power source (gas, electric, solar) and understand the significance of insultation
4. list the pros and cons of different places to live

In the area of household repair and upkeep they should develop skills to work with electrical equipment, including how to:

1. operate electrical equipment and have a basic understanding of operation hazards, including furnance, water heater, lighting fixtures, fuse box, vacuum cleaner, washer, drier (also mentioned in clothing section), refrigerator, freezer, other kitchen equipment (alternatively taught in foods section)
2. explain basic electrical aspects of lighting, switches, circuits, connections, extension cords, sockets
3. know when to call an electrician

and in the area of plumbing they should learn how to:

1. explain basic concepts of plumbing and do minor repairs

   - sinks: unclog, remove traps, replace washers to fix leaks
   - toilets: unclog, replace tank parts, stop running water in tank
   - sewage problems: septic system, public sewage

2. know when to call a plumber

and in the area of carpentry they should learn how to:

1. explain some basic concepts of carpentry
   how to do simple work and repairs, including:

   - fix a chair or table leg
   - build a simple bookshelf
   - hang a picture
   - finish a surface, such as a bookshelf
   - drill a hole

2. identify and demonstrate the use of simple hand tools, including saw, screwdriver, hammer, electric drill (and some attachments), plyers, wrench

3. determine which basic fasteners (glue, nails, screws) to use when and know how to use them

4. list safety hazards related to all of the above skills and know how to prevent injuries

5. explain what to do in case of injury

In addition, with respect to household repair and upkeep, students should learn how to:

1. find a "break-down" in a relatively simple piece of equipment and make appropriate repairs ("how to trouble-shoot")

2. carry out basic first aid, including supplying a basic first aid kit

3. evaluate household upkeep products (waxes, cleansers) and choose the appropriate one for their purpose, or to reject some altogether, to relate these products to aspects of consumerism (e.g. Is the advertising true? What stereotypes and other values does it reinforce?)

In the area of money management students should learn how to:

1. list pros and cons of buying on credit

2. draw up a realistic personal budget

3. list services available at banks and savings and loan institutions, as well as the pros and cons of using these services (an understanding of interest)

4. list different kinds of insurance, including pros and cons of buying each kind

5. explain basic principles of taxes; fill out a simple tax return

6. explain some economic and social effects of consumerism

In the area of transportation they should learn how to:

1. explain the relationship of changing styles of shelter to transportation

2. do simple bicycle repairs

3. read a bus schedule (other transportation schedules)

4. explain the basic operation of an automobile; know how to add gas, water, oil, see what might be wrong, safely

5. describe environmental problems due to transportation

In the area of outdoor maintenance (an optional topic) they should learn how to:

1. explain basic operation and safety factors involved in running a lawn mower

2. explain significance of outdoor planting (e.g. relationship to "heat insulation," soil erosion)

3. environmental aspects of outdoor maintenance (e.g. efficient use of water; ecologically sound pest control, weed control)

SHELTER

Unit outline -- Estimated time: 5 weeks

Supplementary exercises and discussion topics follow this outline.

Topic	Approx. Time	Skill area	Teaching notes
Introduction, Setting up a household	½ week	Assess living needs. Assess furnishing, appliance needs. Evaluate places to live according to personal need, values. Evaluate power sources.	See supplementary exercises 1-7, 21-24. Discussion topics 1, 3, 4, 5, 13.
First aid	1 day	Basics of first aid.	See supplementary exercises 8, 9. See discussion topic 2, 7.
Household repair and upkeep: Electrical	½ week	Operate electrical equipment. Trouble shoot.	Stress the importance of reading and following instructions. See supplementary exercises 11-16, 21,2 See discussion topics 1,2, 4, 6..
Household repair and upkeep: Plumbing	2 days	Minor repairs: sinks toilets Understand different types of sewage disposal, related problems. Trouble shoot.	See supplementary exercises 11, 12, 14, 16, 24. See discussion topics 1,2,4.
Household repair and upkeep: Carpentry	1 week	Simple work and repairs. Identify and demonstrate proper use of simple hand tools. Choose and use appropriate fasteners.	See supplementary exercises 10-16, 15, 21, 22. See discussion topics 2,4,5.

Topic	Approx. Time	Skill area	Teaching notes
Household repair and upkeep:			
General	4 days	Trouble shoot. Safety, first aid. Evaluate household care/upkeep products.	See supplementary exercises 10-16, 21, 23-26. See discussion topics 4, 6.
Money Management	1 week	Credit Budgeting Insurance Taxes Consumerism	See supplementary exercises 2,3,17-19, 21, 23. See discussion topics 5,8,11,12.
Transportation	½ week	Relate changing lifestyles to transportation. Simple bicyle repairs. Read bus, other schedules. Basics of automobile maintenance.	See supplementary exercises 20, 22. See discussion topics 1,6,15.
Outdoor maintenance (optional)	1 day	Significance of planting. Lawn mower basics. Simple garden tools.	Consider the needs, lifestyles of your students. Be sure they realize that some people do/some people don't have outdoor areas to maintain. See supplementary exercises 2,3,6,7, 22-24,27. See discission topics 5,6,10.

Supplementary SHELTER Exercises

Note: Many of these activities might serve best as extra-credit or outside-the-classroom activities.

Finding and Setting up a Household

1. Invite a representative from the utility company to talk about conservation of energy resources. Try to find a non-sex role stereotyped representative, in this case a woman.

2. Study the classified ads. Consider what housing is available, the costs involved, various aspects of leases and mortgages.

3. A. Role play people of different lifestyles looking for housing:
   -elderly person on limited income
   -newlyweds
   -single person just graduated from high school
   -family living on welfare
   -wealthy businessperson

   B. Look for an ad for housing that meets the needs of the people represented in role play.

4. Bring in a snap shot of the room where you sleep. Plan a redecoration project, first on a reasonable budget, then on an unlimited budget. Discuss the many different rooms that people sleep in -- from a private bedroom to the family living room couch.

5. Draw a floor plan for an efficient kitchen. List equipment and mark where it should be kept. Do this for another room in the house.

6. Make a collage of pictures from old magazines. Show the furnishings you would like to have. Estimate the total "cost" of your picture. What pictures would you cut out if you had to? What would happen if you eliminated these furnishings?

7. Make a board game called "Homebuilders Headaches." This could be a "trail" game with such squares as "no water available, move back to start." Try to think of all the things that can go wrong. The object of the game will be to be lucky enough to reach the finish square, the completed home. Draw pictures of the completed and uncompleted home to decorate the squares.

First Aid

8. Supply a first aid kit. Keep it on hand in the classroom.

9. Invite someone to speak on first aid and personal experiences using it; e.g. a police officer, a firefighter, the school nurse, a student who has had a special experience. (Contact the Rocky Mountain Poison Center.)

Household repair and unkeep

10. Refinish a used piece of furniture. Compare the cost of this furnishing to a new one. Consider how much your time is worth. How does this affect the cost of your refinished piece? Evaluate, also, the time involved, the limitations on your choice of style by not buying a new furnishing.

11. Trouble-shooting: The teacher should show students an appliance or tool which has been altered slightly so that it doesn't work correctly. Students should follow the "action" of the appliance or tool (the steps by which it works) in order to find and fix the trouble.

12. The teacher should set up a number of tools and appliances, some of which work and some of which don't work. Students go through them, determine which do and don't work and if not, why not. What would you do to fix the broken ones?

13. Give a demonstration of different kinds of irons (from one that irons clothes to one that curls hair, a soldering iron, any other you can think of -- in the Boulder-Denver area, don't forget to mention the Flatirons mountains.) Discuss the progress of this piece of equipment.. Why was it needed? Now that it has been brought to a high level of technology, is it still needed? What other appliances have gone through this kind of evolution? What appliances have become obsolete? Why? Consider the length of time they were useful. What does this say to students about learning how equipment works today? About the importance of understanding the "why" of how equipment works as opposed to the simple steps involved in its functioning?

14. Obtain a number of appliances from a used goods store. Let the students take them apart and make a progressive display of the way in which the appliance was put together.

15. Cut out a product ad from a newspaper or magazine. Write an essay on this ad. What values does it support? (e.g. clean and shining house?) Does it reinforce any stereotypes? Any sex role stereotypes? Would you buy this product? Why? Why not? Could you substitute another less expensive product? Does this product save you time? What is your time worth? (Consider what your time is worth to others, i.e. how much can you earn? and what it is worth to yourself, i.e., not necessarily an absolute value but something that must be considered, relating to the quality of life.)

16. Design an imaginary machine or tool. Write explicit instructions for how to operate it.

Money Management

17. Discuss forms of savings other than in a bank.

18. Write a one page paper: What method of saving would you select to use now? Why? Might you use a different method later? Which? Why?

19. Assign a bank to each student to visit and report on interest rates, annual yields, how interest is figured by that bank. Make a bulletin board display of brochures with this information.

Transportation

20. Have students get copies of local bus schedules. Have several city maps on hand. Write names of places on slips of paper. Have students draw two names from a "hat" and tell how to get from one to the other by bus.

General

21. Guest speakers: representative of a utility company; plumber; electrician; appliance repairer; sales representative of a related company (e.g. an appliance company). Try to find people to represent both sexes.

22. Take trip to a construction site. Discuss techniques of the workers as well as the location, style of building, order of construction (foundation, walls, roof). (Discuss accessibility of site: What transportation will you use?)

23. Create a bulletin board: "From Caves to Condos - A Sociological History of Housing".

24. Compare pictures from old magazines with pictures from recent magazines. Consider housing, including design of building (e.g. windows, shape of rooms) as well as decor.

25. have students compare labels on various household cleaning (and other) agents. What chemicals are common? Which are specific to a certain product? What do the different chemicals do? How can you find out?

26. Invite a chemist to discuss chemical make-up of various products used in the house.

27. Classroom game: What do you do if? Have students bring in a list of questions. Ask at random. E. g. What do you do if the toaster is broken and you must have toast? Possible answers: toast bread in the oven, over a burner.

SHELTER - Topics for Discussion

1. The best place to live is in the city.
2. Men should do all the household repairs.
3. Life without electrical appliances was better for everybody.
4. Modern household equipment is responsible for women's dissatisfaction in the home. They have too much time on their hands.
5. Modular homes and mobile homes are bad because the owner cannot take pride in something that is mass produced.
6. Our lifestyles are the major cause of our air pollution problems.
7. "The first thing to do when there is an accident is run for help." vs. "First aid first."*
8. "Never buy on credit." vs. "Never pay cash for anything."
9. Planned obsolescence: real or imagined? good or bad?
10. Outdoor maintenance: fun, hobby, hassle?
11. Everyone should have some life insurance.
12. Credit makes the world go around, and keeps the economy going, besides.
13. Everyone should have a room of her or his own.
14. Shining house, happy family; messy house, troubled family. True or false?
15. The trouble with society is congestion. Living in over-crowded conditions is making people crazy.

*Resource: Rocky Mountain Posion Center, Denver, Colorado, 629-1123.

CLOTHING

Whether you believe that through evolution people lost their fur and had to make their own clothing, or whether you believe they discovered their nakedness in the Garden of Eden, the conclusion is the same: people wear clothing. Their needs vary according to a number of considerations, including climate, availability of materials, and the activities they are involved in. Clothing may be distinctly intertwined with their personalities, relating to how they feel about themselves and how others respond to them. It may serve to keep them warm or cool; it may be of little concern to them; but in any case clothing will need some care, and there are some basic skills that will help students to deal better with the clothing aspects of their lives.

This section of the course will also deal with personal grooming in general. There are a few points to consider in taking a non-sexist approach to teaching about clothing and grooming. The first is to remember that males of this age (and probably of any age) are as fashion and appearance conscious as their female peers.*

A second point to consider is the role of men in tailoring in the past. Along with this consider the success of male fashion designers. It's clear that men need not be confined to downfill kits, although the usefulness of these kits is fully acknowledged. But don't neglect the fact that women have had equal success in fashion both in creation and production. Sewing and needlework provide a creative outlet for many people, regardless of sex. (Don't forget Roosevelt Greer's needlepoint.) And the field of textiles as a profession is open to all.

A third, and perhaps the most realistic point is that men and women need the skills to take responsibility for themselves. A man can lose a button as easily as a woman can - - - or tear a seam, or get clothes dirty. A man is bombarded with the same advertising that confronts a woman and must be able to choose products to meet his needs. Our modern lifestyles require that everyone have access to the basic skills of personal care.

The farther we move from the basic needs,the more complex the related philosophical issues become. Food is essential. We don't question that. Without shelter we would probably find our population somewhat smaller due to death from freezing, from heat exhaustion, from lightning strikes, and from hail beatings. But we could survive without clothing, or at least with a minimum of it. So the issues of clothing (as well as personal grooming) beyond the basics become more debatable, more value laden, and more complex. Therefore students may need an added amount of time for discussion to clarify their own attitudes.

*Are they? This is a discussion topic for the students. Or try the values clarification exercise included in this section.

GOALS

The goals of this unit include helping young people to:

1. understand the importance/significance of clothing including the social significance placed on clothing

2. understand ways of obtaining and maintaining clothing (making, buying new, buying used, receiving gifts of new or used clothing)

3. understand significance of personal grooming with respect to comfort, appearance, health, social interactions

4. understand relationship of clothing to location, climate, activities, lifestyles

5. be able to evaluate personal clothing needs and develop a positive attitude towards personal appearance

In working towards these goals, students need to develop skills in a variety of areas. We have divided them into four major areas.

In the area of the significance of clothing in society, students should learn how to:

1. describe variations of clothing in different cultures

2. list several socio-economic aspects of clothing

In the area of clothing selection they need to learn how to:

1. list clothing in a basic wardrobe

2. make a realistic personal clothing budget

3. recognize a few basic fibers and know significant differences between them (e.g. cotton, wool, nylon, polyester, cotton-polyester blends)

4. list steps involved in making clothing

5. compute the cost of making an item vs. buying it ready-made, and evaluate all aspects, including the value of an individual's time

In the area of clothing care and repair they should learn how to:

1. explain information given on clothing labels with respect to different kinds of care

2. sort household wash

3. operate washer and drier (alternatively learned in shelter unit); be aware of energy savings resulting from using clothesline

4. use different laundry products appropriately

5. remove a specific stain

6. evaluate effectivenss of different laundry products

7. evaluate ecological impact of different aspects of laundry:

   - effect of laundry products on environment
   - efficient use of water
   - use of clothesline vs. drier

8. explain consumer aspects of many products and relate these to media advertising (e.g. explain effectiveness; cost; other ways of getting same results;"what will happen if you do it differently; if you don't 'whiten whites,' 'brighten brights'?")

9. make simple clothing repairs and decorations:
   - sew a seam using a sewing machine (including threading machine and understanding machine use on different fabrics)
   - sew on a button
   - sew or iron on a patch, decorative material
   - alter a hem

In the area of <u>personal care and grooming</u>, they should learn how to:

1. make personal choices of line and color as flattering or not

2. work toward good posture

3. maintain positive personal health and hygiene habits, including evaluating products designed for

   - personal cleanliness
   - hair
   - hands and nails
   - teeth
   - shaving

4. dress appropriately for different occasions

CLOTHING

Unit outline -- Estimated time: 4 weeks.

Topic	Approx. Time	Skill area	Teaching notes
Introduction, Significance of Clothing	½ week	Recognize differences in attitudes towards clothing. Recognize areas of grooming, clarify own values in these areas.	See supplementary exercise 17. See discussion topics 1-11. (Note difference between values teaching and values clarification, p.33.)
Clothing needs and selection	1 week	Basic wardrobe Clothing budget Recognize fibers Know steps involved in making clothing Compute cost of home-made vs. ready-made clothing	See supplementary exercises 1-3, 16, 17. See discussion topics 1-7.
Clothing care and repair	1½ weeks	Label reading. Sort laundry. Operate equipment: washer drier relate equipment to energy problem	See supplementary exercises 1, 4-12, 16, 17. See discussion topics 4,5,7.
Personal care and grooming	1 week	Personal choice in clothing. Good posture. Personal cleanliness. Dress according to occasion.	See supplementary exercises 13-17. See discussion topics 1-3,6,8-11.

Supplementary CLOTHING Exercises

Clothing Needs

1. Invite a buyer for a clothing or department store to talk to the class about clothing selection.

2. Survey magazines and pattern books to discover styles. Discuss wardrobe coordination; emphasize relationship of choice of pattern, fabric, texture, color.

3. Design an unlimited/limited clothing budget.

Clothing Care

4. Use fabric samples to show "disasters":

   —What happens to wool in hot water?
   —Can you remove a grease spot from perma press?
   —What happens to the flammability of children's sleepwear before and after proper/improper laundering?
   —What is the effect of cholorine bleach on wool? Spandex?

   Make a before/after display.

5. Develop a fabric library. Label each sample for content, care.

Clothing Repair and Remodeling

6. Restyle a garment, e.g. decorate an old pair of jeans.

7. Make a study of your wardrobe and pick something to spruce up.

8. Embellish an old pair of jeans, T-shirt, jacket, belt, or bookbag with various trims to create a whole new look.

9. Recycle an old pair of jeans by making a simple tool storage kit.

10. Invite an "expert" (or ask a student) to demonstrate a "rapid conversion" -- e.g. make cut-offs, decorate with iron-on materials.

11. Clean and oil a sewing machine. Explain how it works.

12. Do a pantomine of sewing repairs. (e.g. getting dressed, finding button missing, sewing it on; bend down, split seam, mend on machine.)

Personal Grooming

13. Invite a tailor to talk about fitting clothing (both men's and women's); or take a field trip to his or her shop.

14. Role play a job interview wearing different clothing. (Either describe the imagined clothing or actually bring different kinds of clothing to wear.)

15. Invite a dermatologist/cosmetologist to speak to the class.

General

16. Have a small group of students "perform" a commercial selling clothing or clothing care products.

17. Make a bulletin board/exhibit of:

    a. The history of clothing care. (E.g. people washing clothes by the river; modern equipment, products, fabrics.)

    b. The role of the media in clothing fads.

    c. The role of the media in clothing care.

    d. The ideal appearance of men and women--different times, different cultures. (Discuss varying attitudes.)

CLOTHING - Topics for Discussion

1. For a values clarification approach to these topics, see next page.

2. Clothing fads: Choice of the people? Choice of the media? Choice of the industry?

3. Boys care as much about their appearance as girls do.

4. What are the social and economic factors involved in clothing drives, rummage sales, "hand-me-downs," used clothing? Consider also environmental aspects of "recycling" clothing.

5. It is more important to be creative with clothing and to show your individuality than to worry about petty details. Discuss with respect to making or restyling your own clothes.

6. It is more important to be creative with clothing and to show your indivduality than to worry about what people think. Discuss with respect to selecting a wardrobe, dressing for different occasions, neatness.

7. Clothing care and clothing care products: Necessary? Choice of the people? Choice of the media? Choice of the industry?

8. Shaving: for men and/or women.

9. Complexion problems: What causes them? Is it anybody's fault? What can I do about them? What can't I do about them? How do I feel about them?

10. Women are prettiest when they are about five pounds overweight. Discuss with respect to value of appearance--who are we trying to please with our appearance?--with respect to health.

11. Venus de Milo had fat hips. She should have gone on a diet and taken up swimming.

Clothing Values Clarification

Have students point thumbs up if they agree. Then ask those who disagree to point thumbs down. Have those who wish to abstain fold their arms across their chest. Invite discussion particularly on topics about which opinions are strongly divided.

1. Clothing fads: choice of the people.
2. Clothing fads: choice of the media.
3. Clothing fads: choice of the industry.
4. Clothing fads: my choice.
5. Clothing fads do not exist.
6. Boys care as much about their appearance as girls do.
7. I am happy to receive used ("hand-me-down") clothing.
8. I like to buy clothes on sale.
9. I dress to express my individuality.
10. I dress for the boys.
11. I dress for the girls.
12. Boys should be clean shaven.
13. Girls should shave their legs.
14. Girls should shave under their arms.

LIFE IN SOCIETY

Life in modern society is unique to human living. All creatures need food. And at one time or another they need shelter, if only under a tree. On the other hand only humans require clothing, unless you consider the fur and feathers of lower animals to be clothing. But while the "lower" creatures seem to have very clear social interactions, they seem not to be plagued with the changes that hit human society. True, they must deal with the pollution effects of our technological society, but they seem to be much more adaptable to natural selection than are human beings. Human beings seem not to be able to sit by and let the weaker members of society die out.*

This unit is quite different from the other three. There are no chart and time schedule for it, as it is not intended to stand alone. Rather, it should be woven into the curriculum throughout the semester. (Some material from this unit appears in exercises and discussion topics for other units.) Whereas the other units deal primarily with the everyday practical aspects of living, this unit deals with the more intangible, philosophical, theoretical issues. These concerns may be much more significant to your students than the practical aspects, although they may not realize it at first. It is important to help students sort out their own values. This is not the same as teaching values. The student is deciding his or her own priorities. You are merely providing an environment and skills necessary for that process. Judgments should be avoided. (This in itself should be a topic of discussion.) How do people show their judgments of other people? Discuss non-verbal communication, the effect of a glare, a surprised facial expression, a nod "yes" or "no," and urge students to know when they are making these communications. Encourage everyone in the classroom to try to recognize differences without expressing their judgments. People generally make their own judgments for their own purposes. Is this good? Communicating these judgments is a different matter and requires the development of sensitivity.

GOALS

The goals of this unit include helping young people to:

1. develop self-understanding and gain self-confidence
2. be able to think about what is going on in day to day life, about what they are doing and why (to develop control in the direction of their lives)
3. deal with specific problems in their lives
4. feel comfortable expressing personal ideas, feelings, opinions

*Open this for discussion. Is it true? Is this a good or bad aspect of human nature? Does this place us above, below, on the same level or simply on a different plane from other animals?

5. develop an appreciation of life

6. develop the ability to question and to think

7. feel comfortable in human interactions

8. understand and develop a positive attitude toward differences in different societies

9. examine their own position in society ("place in the scheme of things")

10. give some thought to job potential--present and future

11. begin to grasp the problems of a complex, industrialized, technological society, including environmental issues as well as psychological aspects

SKILLS

In working toward these goals, students will develop skills in several areas. In the area of personal development including interpersonal relations they will learn to:

1. express thoughts, feelings, and opinions on a variety of topics in group discussions

2. understand and improve, if necessary, relationships with adults, especially parents and teachers, and peers

3. establish positive attitudes and sound habits in the area of personal care (see also clothing unit--grooming)

4. Use leisure time constructively. Develop lifetime leisure skills.

5. manage their own time

6. care for living things (pets, plants)

7. care for small children (baby sitting skills)

In the area of living in modern society they will learn to:

1. determine their personal role as a citizen (e.g. voting, paying taxes) and as an individual

2. examine the different needs of different groups in society
   - elderly
   - handicapped
   - people of different socioeconomic classes
   - people of different cultures
   - people who appear to be "the average person"

3. look for a job
   - fill out an application
   - make a contact

- be interviewed
- develop desirable on-the-job behavior (reliability, conscientiousness)

4. discuss aspects of marriage and its alternatives

In the area of living in an industrialized, technological, consumer-oriented society, they will learn to:

1. list career uses of the skills acquired in this course
2. evaluate consumerism as a part of life in our society
3. explain environmental issues:
   - conservation of energy as it relates to food, shelter, and clothing
   - conservation of resources as it relates to food, shelter, clothing, including
   - recycling techniques (sorting, saving, delivering for recycling)

INCORPORATING THIS UNIT

As mentioned, there is no module outline chart for this section because the skills are more intangible than those in the other sections and must be taught throughout the course to have meaning. Following, you will find a section on methods and techniques, a list of supplementary exercises, and some fairly complete exercises you may want to use when the appropriate time appears.

Methods and Techniques

In order to involve students in the thinking processes suggested in this booklet, you may need to try a number of different methods, particularly to draw out the shy or confidence-lacking, non-participating student.

Methods to Involve All Students

There are two approaches to involving the quiet student in these thought processes. The first avoids the issue of having the student speak up by simply requiring that the student write his or her feelings/thoughts and turn them in (or keep them in the journal). This may be a good way to start. However, the issue of class participation must be confronted as failure to participate often reflects a lack of self-confidence. In addition, students learn more when they are ble to participate.

For discussion sessions throughout the course, start by breaking the class into groups of three or four. Give a topic for discussion. Have one person serve as reporter to record and then read to the class the ideas brought out in the group.

Soon, as the semester moves on, use the small groups in "circular response." The approach is the same, but this time one person is chosen to start. The discussion is continued by the person to the right of the "leader," on around the circle. This in effect forces each person to contribute and allows no one to dominate. The circle is still small. As the semester progresses, combine first two, then three groups, using these two approaches. Eventually, students will begin to feel comfortable with speaking out in the total group.

Additional Methods.

Debate. Select two teams. A member of one team gives reasons for choosing a position on a given topic. A member of the other team gives reasons on the other side of the issue. Other members of the teams then take turns alternately, giving both new ideas and answers to points made by the opposition. Choose a panel of students--or the entire class--to serve as judges.

Role Play. Students assume roles in a spontaneous drama based on a realistic situation in their lives. The teacher should be prepared to stop the drama when it "runs out." Discussion should follow. Try parent-child discussions of rules such as bed-time, television watching, homework, household chores, others mentioned under supplementary exercises.

Supplementary LIFE IN SOCIETY Exercises

1. Role play a discussion in which non-verbal communications speaks loudly. Choose your own situation.

   Some examples:

   A. You are going to a show on a Saturday afternoon. A friend wants to come along. You want to go alone but don't want to hurt the friend.

   B. You want to go to a friend's house Friday night. Your parent wants you to stay home to take care of your younger sister/brother.

   C. Your favorite teacher wants you to re-do an assignment. You didn't understand or enjoy it in the first place.

   Now role play these situations as discussions in which non-verbal communications say what the words being spoken are saying.

2. Role play a marital dispute. First, do this with a partner of either sex. Then have a girl play the wife, a boy play the husband. Finally have a boy play the wife, a girl play the husband. Follow with class discussion.

3. The next time you feel sad or angry or any other unpleasant (whose definition of unpleasant?) feeling, write about it (or draw a picture) in your notebook. Describe other situations in which you remember feeling this way. A week later, re-read this and see if you can see any way that what was going on at the time made you feel this way.

4. Write an essay entitled "A Successful Life." Give an example of someone, present or past, who you feel has lived or is living a successful life.

5. Make a list of the groups, communities, societies, of which you are a member. Put a C next to the ones you have chosen to belong to, and an N next to those about which you had no choice. Put a check by those you are glad to belong to and an X by those you would rather not belong to. Are there other groups you would like to join? What can you do to be in groups you like and out of groups you don't like? Discuss, consider possible action.

6. Life cycle. On an old (discarded) wheel (or substitute a paper plate,) paste pictures to show life cycles. For example, start with a picture of a baby. Moving clockwise, follow by a picture of a child, teenager, adult, older person. What things would you include in the life cycle of a female? A male? Why? Cut out pictures of those things to include in the appropriate wedge. (e.g. Career pictures in the wedge that has an adult on the circumference).

7. Role play: a girl being interviewed for a baby sitting job
   a boy being interviewed for a baby sitting job
   a girl being interviewed for a lawn-care job
   a boy being interviewed for a lawn-care job

Have students point thumbs up if they agree. Then ask those who disagree to point thumbsdown. Have those who wish to abstain fold their arms across their chest.

1. Competition is good.
2. Competition makes the world go around.
3. Girls should not compete with boys.
4. Girls should try to lose when they compete with boys.
5. Boys should pay for everything on a date with a girl.
6. Girls should not curse.
7. Girls should not curse in front of boys.
8. Boys should not curse.
9. Boys should not curse in front of girls.
10. Girls should not go to college.
11. Boys should go to college.
12. Boys don't like girls who are intelligent.
13. Girls don't like boys who are intelligent.
14. Boys don't like boys who are intelligent.
15. Girls don't like girls who are intelligent.

Consciousness Raising Exercise

To truly rid ourselves of sex-role stereotyping, we clearly need more than a simple exercise in consciousness raising. There must be an on-going effort to see human beings as individuals apart from their sex. But, to help students get started in thinking about who they are, we suggest you select some of the following (or similar) exercises. It is important to let discussion flow. Getting students to think about who they are and what they are doing should be a major goal

1. Trait evaluation: Write the following words on the blackboard: aggressive, indep ndent, emotional, subjective, submissive, excitable, passive, active, competitive, confident, blunt, tactful, tender, tough, neat, sloppy, quiet, rambunctious, rational, nurturing, (others, as suggested by teacher or students).

    a. Ask students to copy the list and check those words that apply to themselves.
    b. Have them label terms "masculine," feminine," or neither.
    c. Discuss why you feel certain traits are "masculine," certain traits are "feminine."
    d. Are there traits on the list that you lack and would like to have? Are there traits you would like not to have?

2. Answer and discuss:

    Can a girl be a zo keeper? Can a boy take care of a baby?
    Can a girl operate a power saw? Can a boy operate a sewing machine?
    Can a girl carry out a chemical experiment? Can a boy make bread?
    Can a girl fix an automobile? Can a boy make a suit from a pattern?
    Can a girl be a concert pianist? Can a boy be a good typist?
    Can a girl run a power drill? Can a boy run an electric mixer?
    Can a girl be a watch maker? Can a boy sew on buttons?
    Can a girl be a father? Can a boy be a mother?

    (If not, why not?)

3. Write about your future. Then, pretend you are a member of the opposite sex. Write about your future then.

4. Role reversal: Have the girls ask boys questions they are often asked to answer (e.g. about clothes, boy friends, marriage, children, cooking, combining marriage and career). Have boys ask girls what sports they like, questions about college, career, weight lifting, body building...

5. Start a bulletin board display of people involved in non-sex stereotyped careers.

6. Describe yourself at ages 25, 35, 55. What are you like? How do you spend your time? What is your lifestyle? (Other.)

7. Role play:

    a. A woman being interviewed by a man for a job selling cars.
    b. A man being interviewed by a woman for a job as her personal secretary.
    c. A woman being interviewed by a woman for a job as carpenter to do construction on her home.
    d. A man being interviewed by a man for a job as his personal secretary.

    (Girls needn't play women; boys needn't play men. Try contrasting these situations with the same situation substituting "man" for "woman" and "woman" for "man."

8. Exploring feelings: Show some pictures -- a house burning down, a child being born, a country meadow, a sports event, a wedding, a rodeo, a funeral, others brought in by students or teacher. How do the women watching this scene feel? How do the men feel? If their feelings are different, why? How do they behave? If there are differences between the men's behavior and that of the women, why?

9. Values Voting: Vote yes by thumbs up, no by thumbs down; abstain by folding arms across chest.

   How many of you...
   a. Think it's okay for a man to stay home and run the house, the woman to be the breadwinner?
   b. Would be uncomfortable with a woman determined to become a U.S. senator or U.S. president?
   c. Think men dislike intelligent women?
   d. Think pre-marital sex is acceptable for males?
   e. Think pre-marital sex is acceptable for females?
   f. Think boys shouldn't play with dolls?
   g. Think a pregnant unmarried woman should be dismissed from an elementary school teaching position?
   h. Think contraceptive information should be provided in high school?
   i. Have wished you'd been born a member of the opposite sex?

   It might be interesting to compare the vote among boys to the vote among girls. Allow students time for discussion.

   More values voting:

   a. Would you rather marry a person with (1) intelligence; (2) wealth; (3) sex appeal?
   b. Would you rather be the student voted (1) most athletic; (2) most popular; (3) most intelligent?
   c. When you graduate from school, would you rather be (1) a doctor; (2) an engineer; (3) a nurse? (Why?)
   d. You have learned you got the best grades in your class. Do you (1) feel proud; (2) feel worried you'll lose popularity because you are too "brainy"; (3) plan to drop your grades back?

10. Advertising in the media. To whom are various ads made to appeal? Where are they placed? (e.g. toys advertised on TV during cartoons; power saw in the sports section of the newspaper.) Why?

11. Men's roles/ Women's roles -- What are they? How do we value them. How do we show our appreciation for the various responsiblities/roles carried out by men and women?

12. What is your last name? Why?

13. Have students write on both of the following (either during class or as an assignment): I'm glad I'm a boy/girl because...I wish I were a girl/boy because... Discuss.

14. Compare sexism with racism.

15. Define and discuss: consume, consumer, consumption, consumerism.

CAREER EDUCATION

Exercise

To be given to students toward end of course.

1. List the skills you have learned in this class.

2. Name three ways you might use each skill.

3. Put a double check by the ones you expect to use a lot, now or in the future.

4. Put a $ by the ones you could use to earn money.

5. Put an X by the ones you think you could do without.

6. Put an A by the ones you already knew when the course started.

7. Put an N by the ones that are new to you.

8. A. Which three of the skills do you most enjoy?

   B. Which three of the skills do you least enjoy? Why? Will you be be able to avoid using them?

9. List three paying jobs in which you could use the skills you enjoy.

10. Did you think you would have trouble learning any of the skills? Which?

11. Look at the list of skills you made on the first day, concerning skills you thought you needed. Which ones did you learn? Which ones didn't you learn? Do you still want to learn them? How will you do this?

Students should write answers to the questions. Then ask the questions of the entire class so that students can verbally respond voluntarily. You can also try the small group discussion techniques suggested.

LIFE IN SOCIETY - Topics for Discussion

Some of these might be considered for writing, either a paper or a journal entry. Select topics according to special needs of the students.

1. If you don't drink at a party, are you passing judgment on those who do drink?

2. Good management practices in every day life are important to the well being of every individual.

3. Life is no longer a question of survival; it is a matter of enriched survival.

4. A successful marriage is . . . .

5. Shoplifting--everyone tries it once. What is shoplifting? Why would someone do it? What happens to a person who is caught? What happens to the person who is not caught? (If students choose not to participate, encourage them to write about it or at least to reflect seriously on it.)

6. The new 3 R's: respect, responsibility, relationships.

7. What does kissing mean? (Consider various cultures. Some research will probably be necessary.)

8. What does crying mean? (Consider various cultures. Some research will probably be necessary.

9. Sexism: it happens to boys, too.

10. Life styles: as many different styles as there are people.

11. Marriage and the family: the only way to live.

12. Divorce.

13. Life with (step) Father/ (step) Mother.

14. Self-esteem: What is it? Who needs it? Where do you get it?

15. Describe your future. Describe your future as you think it would be if you were of the opposite sex.

16. How can you make your actions be consistent with your values? What pressures and circumstances make this difficult? (Consider especially peer pressure to get into certain kinds of trouble, to make good or bad grades, other situations as the students suggest.)

17. Differences: the root of our troubles--the source of our wealth.

18. "Don't knock it if you haven't tried it." (Discuss as a philosophical view.)

19. Drugs: Don't knock 'em if you haven't tried 'em.

EVALUATION

Following is an exercise which might be used at the end of the course to evaluate the students' achievement. Some of the exercises at the end of each section lend themselves to use as student evaluation tools.

THE VERY BAD DAY

If possible plan a double period session for a "problem-solving" exercise using the skills learned in this course. Set up several stations. Tell students the following short tale: You woke up in the morning and knew it was going to be a bad day when the leg fell off the bed as you got out of it.

Station 1: A miniature "bed" (a board will do) and a broken leg to be attached.

You went to wash up and found the drain clogged up.

Station 2: Go through the motions of unclogging a drain in a sink. (It is probably unwise to actually clog up a drain for this exercise).

As you were getting dressed, a button fell off your shirt/blouse.

Station 3: Sew on a button.

Then you went to the kitchen to fix a piece of toast, but the toaster didn't work.

Station 4: Have several toasters (if possible) with different problems (one could simply be unplugged). Students must make one work so that they can fix a piece of toast. They may eat the toast or save it for the end of the class.

About 10 o'clock you began to feel weak. Your breakfast was inadequate, so you ate a snack.

Station 5: Item A. (Have a few pads of paper here.) Write down what you should eat to make up for what you missed at breakfast.

You have invited a friend for lunch and suddenly discover you are out of the flour you need to fix creamed tuna. You look through your kitchen cabinet, through cans of tuna, vegetable soups, and tomato sauce, but no flour.

Station 5: Item B. Write down what you can use for your cream sauce.

You can get along without the flour but find you still must go to the store for salt. Your bicycle is broken and there is no one around to drive you. It will take too long to walk both ways. How will you get there?

Station 5: Item C. Have a map on a table. Mark an X at the place where the student is (only in the imagination of course) and an X where the store is (again imaginary). Also have a bus schedule. Students should identify the bus, write down time he or she can catch a bus, location for catching it and place to get off to get to the store. Then, when and where can he/she catch the bus to return home.

Finally, at home, you are ready to prepare lunch and relax with your friend.

Station 6: If time permits have students prepare a snack to eat and conclude the course.

To avoid mass confusion you will want students to avoid all going to the same station at the same time. Therefore you will want to read them the entire story first and then divide them into groups to start at different places and work "clockwise" around the classroom.

If time permits you may want to add more stations. For example, on the trip to the grocery store they might have a limited amount of money and need to choose between different items. Perhaps they will miss the bus and decide to fix their bicycle.

Resources

You may want to inquire about resources ahead of time, and you may want to order some to have ready for the course. However, it might prove interesting to let students send for some materials, particularly those advertised on packages, and others that seem particularly commercialized. Allow time to discuss and evaluate these materials -- what are the hidden messages? Are the materials trying to sell something? What? Are they effective? Are they truly educational?

General

For lists of relevant government publications available, write:

United States Government Printing Office
Superintendent of Documents
Washington, D. C. 20402

or call:

Documents Distribution Center
Pueblo, Colorado
(303) 544-5277, ask for Government Documents, Customer Assistance

Useful publications include:

1. The consumer Information Catalog, A catalog of Selected Federal Publications of Consumer Interest.
2. Consumer Information SB-002, April 25, 1977.
3. Diet and Nutrition, SB-078, May 27, 1977.
4. Food and Health, SB-033, April 25, 1977.
5. Home Economics, SB-276, November 18, 1976.

Order as far ahead of time as possible. These are lists of publications. You may want to select publications from these lists and order them to use with your class.

Food

1. Slide show: "How to Be a Better Shopper" (30-45 min.)
2. Film: "Behind These Doors" (how the meat and produce get to the shopper, 30-45 min.)

Both available through: Customer Service
Safeway Stores
3888 E. Mexico
Denver, Colo., 80207
(303) 922-6251

3. United States Department of Agriculture, "How To Buy Food," Agriculture Handbook No. 433 (includes lesson plans).

4. Tupperware
Educational Services Program
Orlando, Florida 32802

Shelter

1. Manuals that come with equipment

2. Household Finance Corporation
Prudential Plaza
Chicago, Illinois 60601

3. J.C. Penney Company, Inc.
1301 Avenue of the Americas
New York, New York 10036

4. Mobile Home Manufacturers Association
P.O. Box 201
Chantilly, Virginia 22021

5. Sears Consumer Information Services Department, 703
Public Relations
7401 Skokie Blvd.
Skokie, Illinois 60076

6. Association of Home Appliance Manufacturers
20 North Wacker Drive
Chicago, Illinois 60606

7. Major Appliance Consumer Action Panel
20 North Wacker Drive
Chicago, Illinois 60606

8. General Electric Houseware Division
Home Economics
1285 Boston Avenue
Bridgeport, Ct. 06602

9. Day, Richard. The Practical Handbook of Electrical Repairs. Fawcett Publications, Inc.: New York, 1976.
Other books in this series deal with plumbing and carpentry.

Clothing

Address inquiries for teaching aids to the educational department at:

1. Coats and Clark, Inc.
   P. O. Box 383
   Dept. F-73
   Fair Lawn, New Jersey 07410

   -- a booklet on threading a needle, easy hand stitches, attaching a button, mending a seam

2. The Singer Co.
   30 Rockefeller Plaza
   New York, New York 10020

3. Talon Consumer Education
   41 East 51st Street
   New York, New York 10022

4. Simplicity Pattern Co.
   200 Madison Avenue
   New York, New York 10016

5. The Armo Company
   206 West 40th Street
   New York, New York 10016

6. Stacy Fabrics Corp.
   469 Seventh Avenue
   New York, New York 10018

7. Celanise Marketing Company
   522 Fifth Avenue
   New York, New York 10030

Grooming (request for males and/or females)

8. The Mennen Company
   c/o Ellen Jacobsen, Inc.
   299 Madison Avenue
   New York, New York 10017

9. Avon Educational Dept.
   9 West 57th Street
   New York, New York 10019

10. Johnson and Johnson
    Public Relations Council, Inc.
    18 East 41st Street
    New York, New York 10017

11. Medical and Pharmaceutical Information
    Bureau, Inc.
    210 East 86th Street
    New York, New York 10017

12. The Gillette Company
Daniel Edelman, Inc.
777 Third Avenue
New York, New York 10017

For information on filmstrips, write:

13. Gillette Toiletries Filmstrip Kit
Box 3431
Chicago, Illinois 60754
(Kit costs around $7.50)

14. Armour - Dial, Inc.
14th Floor
221 N. La Salle Street
Chicago, Illinois 60601

Living in Society

1. Newlinger, John. The Psychology of Leisure, Research Approaches to the Study of Leisure. Charles C. Thomas: Springfield, Illinois, 1974.

2. Schneider, Stephen H., with Mesiron, Lynne E. The Genesis Strategy: Climate and Global Survival. New York: Plenum Press, 1976.

3. The Bible (Leviticus, 11, for some dietary laws).

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YOUR COMMENTS PLEASE . . .

We are interested in hearing about how you have used the materials in this booklet. Please take a few minutes to complete this questionnaire and mail it to:

Institute for Equality in Education
1050 Ninth Street
Denver, Colorado 80202

1. What teachers were involved in teaching this course?

2. What was the time period allowed for the course?

3. How did the students respond to this course?

4. How did the teachers feel about teaching it?

5. Did you have any particular high points? Low points? Please describe.

6. Please list any suggestions for revisions that you might have.

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Planning for Free Lives. Feminists Northwest: Seattle, 1976.

United States Department of Agriculture, "How to Buy Food." Agriculture Handbook No. 443.

Curriculum Guides

Boulder Valley School District, Re. 2, Home Economics Curriculum Guidelines. Boulder Colorado, March, 1977.

A Curriculum Description for Industrial Arts. Department of Public Instruction, Raleigh, North Carolina, 1970.

Guidelines for Industrial Arts Instruction. Illinois Curriculum Program, Office of the Superintendent of Public Instruction, Springfield, 1964.

Home Economics Education Homemaking Aspect. Grades 7-12. Subject Field Series. Bulletin D-7. Illinois Curriculum Program, 1966.

Home Economics/Industrial Arts. K-12 Course of Study Scottsdale Public Schools, Arizona, 1963.

Homemaking in the Elementary Schools. State of New Jersey Department of Education, Vocational Division, 1964.

Industrial Arts Curriculum Guide. Middle Schools, 6-9. State of Louisiana Department of Education, 1974.

Marina High School Instructional Guide. San Lorenzo, Calif. (pre-1970)

The Program of Industrial Arts Education in Kentucky, 1960.